

CHILD-WELFARE MAGAZINE

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President's Message

The world is in a ferment. Ever since the World War the different elements have been striving against each other until today the restlessness in city, village and school has invaded our most sacred fortification, the home.

Now is the time for the National Congress of Mothers and Parent-Teacher Associations to show its energy, its power, its life. Our three hundred thousand members scattered throughout our nation can be an overwhelming positive force and should be a great factor in working towards a higher realization of the mission of the home. The element of restlessness with present conditions is not strange, neither is it to be entirely condemned, as it is only by discontent with present attainment and aspiration for something better that we are able to make any advancement. It has been well said that the secret of the greatness of our country is the fact that our ancestors stood pulsating with great purposes for the future.

One of the great purposes of our organization is to raise the standards of home life and that means to help the parents and the children to build into the home loyalty, peace, love and righteousness. It means that each member of the family shall share the responsibility and joy of making the home a center of good will, radiating blessings to all the community. Indeed home is a stock company and the children are as truly partners in the successful running of the home as are the adult members. It is in the home that we must work out the salvation of the family and the members of the Parent-Teacher Association can discuss no more vital questions than those pertaining to the great principles of Faith, Self Control, Courage, Purity, Self Reliance, Truth, Justice and Love. Whether in camp, log cabin or palace if we can only help parents to weave these principles into their homes the moral integrity of the coming generation and the safety of the nation in which they will be citizens will be assured.

But how can we do it. The interests of the various members of the family are more varied than ever before. Each one has a separate task and different interests and today it is easier to let each member drift and go his own way without regard to the rest of the family. Fathers and mothers are equally responsible and should know their children's world, be quick to discern outside influences and by anticipation and sympathy keep abreast of the children's interests. This means that the parents should know the teachers of their children and should cultivate their friendship.

The involuntary attitude of the parents in reference to the teachers of their children is reflected in the life of the child. Walt Whitman aptly expresses this thought in the following lines:

"There was a child went forth every day
And the first object that he looked upon that object he became
And that object became a part of him for the day or a certain part of the day
Or for many years or stretches or cycles of years.
The early lilacs became a part of this child
And grass and white and red morning glories
And white and red clover and the song of the phœbe bird."

National Convention.

Tacoma, Washington, has been chosen by the Board of Managers as the place for the 1922 convention. The date will probably be early in May. Your president hopes that the various state branches will immediately begin to plan to raise money to send at least their President. Let us try and have every State Branch represented at this meeting which marks the twenty-fifth year of our organization.

Parent-Teacher Course at Columbia.

Last July the work of the National, State and local Parent-Teacher Association was presented in a series of three lectures at the Summer School of Teachers College, Columbia University, by our

Executive Secretary. The results of the work of last summer were so successful that our organization has been asked if a three weeks' course with a formal lecture period daily, a general discussion period daily and a conference hour daily cannot be given this coming year. A point of credit will be given to the students taking this course. The National Board voted to accept the proposition and Mrs. A. C. Watkins, our Executive Secretary, will conduct the course in July, 1922.

American Education Week.

American Education Week is being held December 4 to 10, 1921, under the auspices of the American Legion and the National Education Association in coöperation with many other organizations—Educational, Religious, Fraternal and Civic—among which is the National Congress of Mothers and Parent-Teacher Associations.

The purpose of the week is to inform the public of the accomplishments and needs of the public school and to secure coöperation and support of the public in meeting these needs and to teach and foster good Americanism.

As our Parent-Teacher Associations are so close to the school, we ought to be very much interested in the plans for observing this week. Will not every local association coöperate with the American Legion and other organizations in making the observance of this week a success?

National Treasures

"The experience of the ages that are past, the hopes of the ages that are yet to come, unite their voices in an appeal to us; they implore us to think more of the character of our people than of its numbers; to look upon our vast natural resources as a means to be converted, by the refining alchemy of education, into mental and spiritual treasures; to give to the world the example of a nation whose wisdom increases with its prosperity, and whose virtues are equal to its power."—*Horace Mann*.

Representation at Other National Meetings.

Our organization was represented at the meeting of the American Child Hygiene Association by our Corresponding Secretary, Mrs. George B. Chandler, of Rocky Hill, Conn., and Mrs. C. H. Remington, Auditor, of Providence, R. I. Mrs. Remington also was one of the speakers on the program.

The biennial meeting of the National Council of Women was held November 10th to 16th at Philadelphia. The National President, Mrs. Philip North Moore, was in charge of the sessions, the formal opening taking place in the Mayor's Reception Room at the City Hall with addresses of welcome by the Mayor, Hon. J. Hampton Moore, and Mrs. Frederic Schoff, Chairman of local arrangements.

The reports from the various organizations were exceedingly interesting and enlightening and special sessions were held on Limitation of Armaments, Child Welfare, Education, Public Health, Rural Conditions, Better Films and Immigration.

The keynote of the sessions was "Coöperation for Human Welfare," and the one subject of the speakers at the closing banquet was "The Greatest Problem Before the World."

Resolutions on Education, Child Welfare, Immigration, Better Films, Legal Status of Women and Children, Permanent Peace, Rural Conditions and Public Health were passed.

The National Congress of Mothers and Parent-Teacher Associations was well represented by five delegates, Mrs. M. P. Higgins, Mrs. A. H. Reeve, Mrs. Frederic Schoff, Mrs. Joseph Mumford and Dr. Kate Waller Barrett and by twenty-five other representatives.

A delegation of which your President was a member was sent to Washington to carry a message for Limitation of Armaments to the President and of sympathy and appreciation from the ten million women comprising the membership of the National Council of Women and to attend the services held at Arlington in honor of the many unknown soldier boys.

Limitation of Armaments.

As this message goes to press all eyes are turned toward Washington to learn the outcome of the Conference called by President Harding.

Your President has just returned from Washington where she represented our National Congress at the mass meeting of women's organizations held Sunday afternoon, November 13, in the Masonic Auditorium, and was one of the six women to present to President Harding the resolutions from the women of the 48 nations.

Sixteen of our United States organizations, among which was our Congress, were called upon at this mass meeting for a short message. Many vital messages came from the leaders of the national organizations who were surcharged with enthusiasm because of the practical plans set forth the preceding day for limitation of armaments. Your president spoke of what it would mean to the fathers and mothers as well as to the children of the next generation if justice, righteousness and peace were to be the rule of all the nations.

The four appointed women members of the Conference for Limitation of Armaments were present and each gave a message. Mrs. Thomas G. Winter struck the dominant note in these addresses most forcibly when she said, "No thought on earth is so great as that of an idea whose hour has come. It is the nation with the soul that is to be depended on. Yesterday was one of the greatest days in history."

Miss Julia Lathrop said, "We must turn this great emotion into a great action," while Mrs. Maud Wood Park "cautioned the large body of women present that in view of the power they hold comes the burden of responsibility."

Madame Yajima, from Japan, ninety years of age, with inimitable grace told her audience through an interpreter that she had come from a far, far land and a far, far time, but across the deserts and across the sea we are clasping hands in this message of peace where our hearts, our hopes and our prayers are united.

How a Parent May Help a Teacher

BY ANNE HEYGATE HALL,

Principal School of Practice, Philadelphia Normal School for many years

This paper on "The Ways in which a Parent may Help the Teacher" is a very plain talk from the standpoint of one who taught for thirty-eight years and in an experience from the lowest primary to the High and Normal School; in every department of elementary work; in men's and women's night schools; in a reformatory school for boys.

In view of this it is not strange that I have thought of those who have helped and of the ways in which they have helped or might have done so. It is right that the happiness and growth of those who depend upon the parent and teacher for present and future comfort should be carefully considered by the parent and teacher.

This consideration should be made together. Parents must know of the work and spirit of the teacher, and teachers should know of the advantages and limitations of the home. There must be a giving and taking between parents and teachers. We look at ourselves and cannot account for much in our habits and character, but if there could be given to us a truthful record of the methods by which we were educated at home and at school, perhaps the result now seen in our thoughts and actions would be easily accounted for.

If unity is of importance socially and politically, if the spirit of affiliation should sweeten and leaven all relating in life, influencing dealings between nations and races between men of different creeds and different tongues, it is of supreme importance that this spirit should enter the hearts of those who work for the development of the best in the child. They should seek to help each other. We know there have been teachers who have talked of "interference." Such teachers have not seen the difference between interference and conference.

They have spoken of a "waste of time"—not realizing that there is a subtraction which is an addition. That time is not lost but gained when a parent leaves a teacher with a better understanding of the child's needs and environment.

The ten minutes taken from the work should affect that work in a very small degree, but such minutes often affect the whole future of the child.

Then there have been parents who, satisfied with the conduct and surroundings of their own children have felt no interest in others. They have declined to receive suggestions, and have seen no reason why those who have had no children should give advice. Such parents might have thought that if they did not *need*, they could *give*.

A very few years ago parents seldom went to school except to make complaints, or because they had been sent for, to *receive* a complaint. Many persons have not thought of the teacher as a professional person, trained to do the work. Many have not thought of the strain and perplexity of the teacher's life. No thought has been given to the particular teacher of a particular child, this man or this woman who will make a daily vivid impression upon the child. It is strange that so valuable a material has been given so carelessly to another.

The ability of a tailor or dressmaker is generally asked for before that commoner material is risked. How often little children have been taken to the nearest school and left with a teacher without even seeing her. There is only one bright spot in this picture and that is the teacher who has accepted all the responsibility. What other worker is so trusted and what other worker has proved himself or herself so worthy of trust?

What other worker has received in the past so little recognition? In the individual success of the pupil in the high school or college, the primary teacher is seldom considered. We do not look at any lofty building without thinking of the foundation which has made the tower possible. It must be so with the building of character. Should not the parent know and help the teacher in the elementary school above and beyond the help given to other teachers. With the very little children it is not a question of Reading, Writing and Arithmetic only. It is these plus

the physical or mental weakness, plus the restlessness and inattention, the disobedience, the carelessness.

Fortunately for us, the lack of coöperation between parents and teachers is passing away. These people sincerely wish to help each other and I wish to speak of some of the ways in which the home workers may help the school workers. Personally I have always been much indebted to parents—not to mothers only but to fathers equally.

The parents who give greatest help are those who prepare the child for school-life, and then follow that life as it begins and continues in school. This is not only that the child may profit by that life, but may really enjoy it. Every well child should enjoy going to school. It should be a place of natural and healthy growth.

What have *you* Mother or Father done or what are you doing to make the school life a happy one? The school room is the greatest part of the child's world. The child going into that world possesses kingdoms, fights battles, discovers. The teacher should try to fill that world with sunshine for heart, with all good things, with a happy background for future life. She cannot do this unless the home helps. Are parents not to go into this new world with the child? Is the school life to be lived entirely without the parents?

Are they not to be in the picture which the man and woman will surely have of the school days. No great change is made by any older person without a certain amount of thought. No short journey is made without some preparation, and yet very often a little child is sent to new surroundings, with hundreds of strange people near, and is expected to accept this strangeness with cheerfulness, when no preparation has been made for the new conditions. Not a single thread of the old and familiar life seems to be taken up in the new.

A great step is taken when the child moves from the small home circle to the larger one of the school. We cannot consider a subject more important than that of the preparation which should be made for, and by the child for this experience. When should the preparation be made? When should a mother begin to get the little one ready for the teacher? Is not a mother's love predestinating? From the time a mother knows that a child is about to come into the world she must of necessity picture the child and deliberately plan for its health and happiness. No mother's child is wholly hers—hers *first*, but soon to be given to others, and in a special way to the teacher. For the comfort of both, then, preparation should be made at once for this new relation.

The ways in which a child may be prepared for school are many, but all will agree that the health of the body should receive much thought.

The child should be sent to school ready for work; this is not the case if he has not been properly fed and properly rested. No parent should depend upon a good constitution or great power of endurance.

Ill health in children is frequently the result of ignorance of laws of health, and want of conscience in older people. It is not enough that we should endeavor to prevent feebleness and illness and ugliness in the child; we should, from the first, encourage all that will promote strength and health and beauty. Sometimes complaints are made of the strain of school work when really the trouble is the conditions under which the school work has been undertaken. The home has not and does not prepare for the school, and has not sent the child ready for the proper work.

If a parent is inexperienced a list of wholesome foods may be obtained from any physician. Several magazines are devoted to considerations of right living; good, simply written books may be obtained.

How often have mothers told me that the child eats no breakfast because of the fear of being late. It is unjust to the child and to the teacher to send him without breakfast. Many years ago we had a little girl in school who habitually came late; it became my disagreeable duty to speak frequently of this. One day in thanking the child for great improvement, I discovered to my distress that she often came without breakfast, as she was the only one in the house who was obliged to have an early breakfast, and it was seldom ready. The child told this cheerfully and seemed delighted that she had been early; the little thing never thought of the wrong to her. An interview with the mother led to a better arrangement for a short time, but I never talked to the child again about lateness.

Children get hungry in the middle of the morning. If all school children could have a biscuit or apple to eat about half past ten, it would be well and this short recess is now generally given. In a two-session school the children usually go home to a hot and comfortable dinner, but this meal is of little use if the children have not the proper amount of time between the sessions to enjoy it. A hasty dinner followed by a hurried walk to school is not the best preparation for afternoon work, nor is a long detention after the morning session.

When there is a long session of five hours as in one-session schools, it means a longer time away from home—too long a time for any child to be without food. How can teachers require such children to work properly during the fourth and fifth hours of the day. Teachers working for this length of time have experience which leads them to make themselves comfortable. The school lunches now make provision for pupils who leave home without luncheon.

It may be interesting to you to know what luncheon 200 children had on one occasion when

the Principal called for a report in order to procure an illustration. 27 had bread and butter, cake and fruit, three things—probably good luncheons. 83 had fruit with other luncheon or without. 90 had substantial food in some form less than half the number. Some had cake alone. 2, cake and pickle only. 5 cream puffs and nothing else. 23 pretzels. 3 nuts, 22 candy and nothing else. 16 nothing to eat and were away from home 5 or 6 hours.

Children should sleep in well-aired rooms. There is often nothing to prevent this, except the neglect of older persons. Each child should be provided with fresh air at night that teachers may have properly rested children in the morning. Many children stay up too late at night. years ago children went to bed earlier and led less exciting lives.

The street in some parts of the city is very interesting and alluring, often dangerous. If moving picture places are visited parents should go with children. Many children go early in the evening and remain until late. Some of these excited and tired children then begin to study for the next day.

APPROPRIATE SCHOOL DRESS

Early hours for study and very early evening hours for recreation and parents help teachers by insisting upon early night for sleep. Parents help teachers by giving consideration to the school dress. In the past many dresses for girls were not hygienic. Now very sensible dresses are used. The "middy blouse" is a good, democratic, comfortable garment.

School dresses should be business-like, suited to a business occasion, not a social function. Dresses should of course, be pretty, the asthetic taste of the child should be cultivated, but a child too richly dressed is not properly prepared for school and the parent who so sends does not help the teacher. The child gives unnecessary thought to the care of clothes. She attracts her own and her neighbor's attention and the teacher who is entitled to all gets but a share of her thoughts.

Jealous and covetous feelings are engendered in other children. No matter how pretty the dress, if not suited to this working occasion it is bad. I feel sorry that girls are so seldom provided with pockets. Her brother has 2, 3, or 4. Someone has said that a boy's pocket is "the beginning of masculine acquisition." If only for the handkerchief a pocket is an absolute necessity. Soiled handkerchiefs are unpleasant to the eye, and we know how quickly the little hot hands and faces soil them. The care of the handkerchief is a tax with no pocket. Dozens are lost in every school in a week.

I cannot leave this point without regretting that children are permitted to wear unnecessary articles of jewelry to school. You will agree, I think, that girls are made conscious, envious,

extravagant, and unhappy because of this. It would help teachers greatly if mothers would see that valuable jewelry is left at home, not because of gold and silver in the jewelry, but because of the gold and silver in Solomon's saying that "for everything there is a season."

Sometimes mothers give unnecessary directions to the child. Of course, no child should be made uncomfortable but there is danger in giving rules to a good teacher who only is responsible for the child during school hours.

Once I asked a child why she wore a thick black scarf—"Because her mother told her." Was she cold? "No." Sore throat? "No." Had her mother told her to wear it all day? "Yes, the room would be cold." I looked at the thermometer—71, and no room in the building was cold then.

Preparation for the child's comfort may be made by assuring the child that she may depend upon the attention and judgment and knowledge of the teacher. No good teacher will fail to look after the bodily comfort of pupils—it is "sound mind in the sound body," that is needed. Teachers who do not care for the bodies of their children are generally those who do not arouse the intellect nor inspire the spirit.

TEACHING CHILDREN TO BE SELF-HELPFUL

Parents help teachers when children are taught to be self-helpful when dressing for the street. It is the duty of every teacher to see that each child is comfortably ready for home going, and assistance is cheerfully and intelligently given, but this labor is lessened when the child's habits have received proper attention at home.

Buttons and hooks should be in order, garments which are ready made and likely to be duplicated, should be marked. I know of a case where one overcoat was the source of serious trouble. Teachers and parents thought over these two little jackets for days, visits were made to the home and to the school, and to this day one mother thinks her boy was obliged to take the wrong coat.

A parent has one or two children to jacket and cap, the teacher has 30, 50, 60, often more. The putting on of a little child's rubbers is a work of art. You have done it and know the language of the occasion. "Push your foot in." "Do not make it stiff." "Bend it." "Work it on." "Keep still." "See whether you can pull it up." "There!" and the next child is standing with rubbers in hand. The children should be made somewhat helpful before coming to school.

Just here I would say that it is wrong to send children to school insufficiently protected on rainy days. Some children come without rubbers, shoes so wet they can scarcely be taken off, many must be sent home immediately, one wetting being the lesser evil. On one occasion I was obliged to send to a kind mother near the school for underclothing of every description. This

occurred on a day when I think no small child should have left the house. If some notice could be given to all citizens that children need not go to school on that particular day it would be well. I think in some town in Maine this is done, and the matter is in the hands of voters. A teacher cannot ask for this, you easily see.

Are teachers unreasonable when they say they want the *best*, the best *hours of the day*, the *best health*, the best *habits*, the best *appearance*? They are unreasonable only when they do not live up to all they require—when teachers do not watch each child and *themselves*. Parents have a right to require this, but only after the child has been started in the proper path, from the home. The school is often regarded as the starting point in good habits. Is this quite fair?

It is of the greatest importance that a child be taught the niceness of reasonable privacy in toilet rooms. Modesty is a virtue. Boys and girls in the same family may exercise it. A little fastidiousness will not disturb a mother who thinks of the future school days when her child will associate with a large number of strangers. Children so trained will be sent with confidence from the home, and the responsibility of the teacher will be lessened.

I know of cases of serious trouble resulting from the fact that children had not been properly trained and cautioned. Nothing helps a teacher more than the habit of prompt and cheerful obedience.

OBEDIENCE

Obedience can be established much earlier than many people think. Obedience and respect for older persons are closely connected and depend upon each other. With obedience grows respect for parental authority, for all authority. The mother whose children obey her knows they are safe in her absence; the mother who does not expect obedience sends children to school to demand the greater part of the teacher's time, to require more than their share of attention and patience, and to receive perhaps less than their share of love.

In the effort to develop this habit, we must study temperament; the management cannot be the same for each child in the family nor in the school. It is very unjust to "treat each child the same," as we used to say on all occasions. I am, of course, not thinking of many ways in which children must be treated alike. Because children are not talked to calmly and kindly about little faults which are to be expected, an injury is done. The teacher is supposed to do it in this way, but if the child has not been used to this in the home the teacher's work is difficult and her way considered weak by the child who has only been used to hasty punishment.

I could tell many interesting and amusing stories from my own experience when talking about little troubles with children.

Because of want of preparation for school many children are really unable to conform to the rules of a school and are embarrassed and ashamed in consequence. Notes of excuse for absence or lateness, requests to leave early may not be written by a pupil, and yet the child is held responsible for the note. No teacher desires to add to the many duties of a parent, but teachers cannot establish correct and prompt business habits in a practical and objective way without the coöperation of those at home.

PARENTS FORGET THAT TEACHERS DO NOT MAKE THE COURSE OF STUDY

Parents sometimes object to special subject matters, and this objection heard by the child is not the best preparation the child can have for taking the exercise. We have not altogether outgrown prejudice. Fear is sometimes expressed that reading, writing and arithmetic will be neglected because cooking, music, sewing, and physical training receive attention.

The study of music is such a positive aid to the teacher in governing, so restful to the child, that for these reasons alone it should be valued; but there are other reasons. The breathing exercise taken during music lessons are drills in physical training, lungs expand, throats are cleared, ear, voice, and soul are cultivated.

It is not likely that there is a parent who has not enjoyed the result of the lessons in music. The lessons in sewing and cooking should be regarded as among the most useful. A girl is not prepared to be a good home-maker unless she has had some training in these arts.

Then also work on these industries which are generally in the hands of mothers will lead children to a greater consideration and respect for the work. Parents may coöperate with the teachers of cooking and sewing by approving of the lessons and by showing interest in the result.

The thought given to Physical Training is not a new one, but it has been a neglected thought. The Greeks owed their grace and beauty and strength to the careful and constant and systematic training. Let any thoughtful person visit any schoolroom and note the tendency to round shoulders, heads bent forward, the lack of discipline in movement when walking; no such observer will object to the attention which is to be corrective and educative. I have called attention to these four subject matters because we frequently hear adverse criticism of them, and as I have said before, all teachers are helped in carrying out what is given in the course of study, by the approval and coöperation of those at home.

Parents sometimes forget that teachers do not make the course of study. It is likely that a teacher often objects to some part of the course and often the opportunity is given to make the

objection to the proper person—the superintendent.

It is not loyal and not wise to state such objections to parents, but objections made kindly by intelligent parents are always valuable and may in time remedy a trouble that is evident to the teacher. It is a difficult thing to make a course of study that all will approve. Those who make a course of study should consult teachers of skill and of professional ability.

In assigning of lessons, a teacher should think of the average ability, time in year, progress in course and then face difference in health of pupils—difference in home advantages. Teachers want habits of self-exertion, efforts as students; if a parent has confidence in the judgment and ability of the teacher this home work should receive attention. School room work should not be transferred to the home, but habits of quiet and independent study at home should be formed

HOME STUDY

If a parent knows of household duties, noisy home, delicate health, too great devotion to books, a too active brain, she should confer with the teacher, and they two should provide for the opportunity for relaxation. I heard of a little boy who said he had "gone to the cellar" to have a quiet place for study, but he said it was of "no use," there were "too many children in the house."

Many fancy that if a child does not return from school with books and tasks he is not being taught; many object to *any* books, any home work. The injury done by a discussion and a decision upon the teacher's action in this matter, before the method of the teacher is understood, is very serious.

PROMOTION OF CHILDREN

It is well for parents to understand the method of making promotions. The promotion of a child is periodically expected by the average parent, and non-promotion is generally regarded as a mark of incompetency in the teacher and of injustice to the child. From the very day school is entered, many suppose that day by day children take steps as in mounting a ladder, and that, in exactly as many days as the term provides, the floor of the next school room will be reached.

Very few persons give thought to the hesitation, to the want of the confidence, to the days which have been spent in accommodating the life to the new surroundings, to the very unnatural conditions and restraints. We know that the natural thing is that the child shall grow physically. Every mother expects to let down tucks. Knickerbockers give place to trousers in about the time anticipated. It is just as natural for the child to grow mentally, and teachers anticipate changes of classes and changes of

courses of study for the majority, at a certain time.

There are many ways in which a teacher promotes a child—many ways in which she contributes to his advance, to his growth, to his power. We teachers realize that much of this work is never recognized or dreamed of by the parent. The daily promotion of the child in habits is not considered. The promotion which places a child in a higher class at school is often the only one thought of, but as this is a good thing and a necessity and a looked-for thing, the teacher should in justice to the child and herself, make this kind of promotion as rapidly, as fairly and as wisely as possible.

The fitness of the child for this formal promotion to higher work is determined in different ways; by examinations, oral and written; by consideration of marks during the term; by judgment of the teacher. Examination at the end of the term is attended, I think, by much loss of time, much hard work, much weariness both to the examiner and examined, and yet teachers are pretty evenly divided in opinion as to its value.

Teachers who approve of this method say that, even when great care has been taken, the readiness and reliability of the pupil are evident only in the review and in examination. But the day of examination may find the best prepared physically unfit to take the test in justice to herself. The best prepared children frequently do not do themselves credit in examinations.

Habits of work and conduct cannot be tested by examinations, and good habits of work and conduct are more valuable than any correct answers to a certain number of questions. Children cannot be held together exactly for a long time. No one would attempt to make children grow physically alike in size in so many months.

Why waste time to discover and show weakness when that time could be spent in teaching and learning. When promotions are made by consideration of marks obtained during the term, a premium is put on daily work. Tests should show proper completion of work and should be used to broaden and direct instruction. There is much difference between careful examination to discover weakness right along during the year and an examination at the end of the year to show weakness.

WHO SHOULD DECIDE ON PROMOTION?

What can be said about the promotion according to the judgment of the teacher? Who knows the child's ability? Who has studied the child? The superintendent? He must regard marks, little else reaches him. It may be thought that the plan will give too much power to the teacher. This is where the power belongs. Why should he or she be less conscientious because a teacher? Why less honest? Pupils promoted too soon could be returned and the teacher would be more

careful in future. Schools exist for children and not for superintendents, nor teachers, nor for theories, nor for prescribed courses, necessary as these are in their places, but *the highest interests of the child should determine the management always.*

The object of education is to develop all the powers God has given, and this object is defeated if any part of school life provides for "grind" and "ruts," and overloading of the mind with subject matter forced upon it, that it may be found there and shown in a mechanical way at a certain time, generally in June of the year.

It seems to me a direct injury is done to a child if he is allowed to remain in a grade much below his ability. School life becomes dull and lifeless—nothing arouses effort or ambition. Satan finds mischief for idle hands, and very often the troublesome boy is merely the tired and bored boy. If he is a good boy he is neglected by his teacher because he "knows everything." A child who is far below the average of the class is also placed at a disadvantage—he is often considered dull and slow when he is really neither, but merely out of his proper environment. He receives more than his share of the teacher.

This subject of promotion is always of importance and interest to parents and of a certain amount of anxiety to teachers. Many years ago I decided that general promotions should depend upon the records kept during the whole term and also upon the decision of the teacher who should know of the child's fitness or unfitness to be advanced. No influence should be brought to bear upon the teacher other than that made by the child.

It may be just and proper to promote after an examination, children who have *not reached the average* but not if those children have not been under the respectable average from September to June. An ideal method of promotion is possible if the confidence of the parent is given to the teacher and parents help generally when they say and show that they have this confidence in the decision of the school.

No parent should express doubt of the justice of the decision in the presence of the child. If there is a doubt it should be discussed with the principal of the school and the teacher. Parents should carefully examine reports and not sign them hastily while the child is waiting to go to school.

The respective value of subject matters should be considered and the time of the year thought of. By this I mean that I do not think high marks in September and October are of the same importance as the same grade of work in May and June. Nor do I think all subject matters weigh equally. If thought is given to this report of the child's work sent out from time to time by the school, the surprise at non-promotion in June would not be possible.

When a child is able to read, much is done to

help the teacher when those at home read and when there is time to read to the child. Generally the child reads best who hears good reading at home. Pictures illustrating history, geography, natural history are the best preparation for formal work in school and these should be looked for and kept by the older members of the family for the use of the children. Old magazines and the daily papers furnish such a collection without much expense.

Teachers are helped when large pictures, plants, flags, not provided for by the school board, are given by parents. We have been considering material and conventional things and must not forget that education of habits should receive much attention.

RULES IN GOOD SCHOOLS

The rules in good schools are usually common-sense rules such as are found in any well-regulated family. The good-breeding of the home should be practiced at school, the habits at school should be the polite intercourse of social life. The child who is not allowed to come late to the table will not be likely to come late to school; the child who is not allowed to give trouble to the housekeeper will not be likely to add to the work of the janitor; the child who uses home furniture carefully will respect the walls and desks and books of the school; it is not necessary to follow the argument. We see that from training before they come to school, children may acquire habits of order, neatness and regularity which they will carry into the school life and so help the teacher there. If the children have not commenced to form these habits, the school must do more than its share of the work.

PARENTS SHOULD GUIDE IN CHARACTER BUILDING

Parents may consider with their children the value of courage, and perseverance and industry and honesty and care and protection of dumb animals, flowers and trees. All lessons on these subjects in school will be more appreciated if the home has made concrete the virtue by illustration and management. On one occasion when I was talking about honesty to my boys, I said we must never take advantage of poor people who wanted to work so much that they charged too little.

One of the poor boys said "Is this the way—a man came along and said he would cut some grass for ten cents and when he had finished, my mother said ten cents was too little, she gave him fifteen." The boy heard what I said and thought of his mother. *She taught the lesson, I only reminded him of it.*

A teacher riding in the 13th street car saw one of our boys escape the attention of the conductor when he was collecting fares. The boy's father sitting near said nothing but exchanged a smile with his son. This boy was having a lesson.

A wide sympathy and respect for difference of opinion on religious and social questions should be cultivated in the home. In the school room Jewish and Christian children meet. Roman Catholic and Protestants. Children of different races and colors. Very often children are made unhappy and teachers are unable to settle difficulties because older people have made an artificial line which children would never have drawn. Children very easily recognize that they have a common heritage, a divine record of love, active duties in life.

In children conceptions of the brotherhood of man may be formed which will lead to the right-minded discharge of duties of citizenship. If the dignity and beauty of labor is recognized at

home, the cheerful working with difficulties at school will follow.

Parents help teachers by attending meetings which are intended to bring parents and teachers together. They help by discussing the matters brought to their attention, by examining work shown, by talking to teachers and to parents, by showing that they wish to know about the place where their children spend so much time. They should know of the heating and lighting, of the provisions for safety and for cleanliness. They should know that they may provide.

If all fathers were actively interested in these meetings, no school would be unprovided with playground nor any other good thing needed by teachers and children.

The Outgoing and Homecoming of The Child

BY NELLA GARDNER WHITE

Did you ever watch pigeons circling about the pigeon house, and listen to their cooing before they settled down for the night? The flying in and out of the pigeons suggests "the glad outgoing,—sweet homecoming" of childhood, around the mother's knee. Froebel recognized in this scene a symbol of life, a lesson for us, as mothers, which we cannot study too faithfully.

The "outgoing" and the "homecoming," there is a world of meaning in each word. Do you send your child out each day, to school or to play, happily, trustingly, lovingly? Is he glad to go, but gladder still to return? What sort of a homecoming does he have? Aren't we, Mothers, too apt to make that homecoming full of scoldings for tardiness, or nagging over table-deportment, or rushing the children off to bed so we can have the evening to ourselves? Those things seem of small importance, but wouldn't it be of more lasting value to us and to our children if, instead, we made of that homecoming a happy summary of the day's affairs?

There is no child who is not glad to tell what he has been doing all day. If he has been at school there are often little difficulties, little vexations that the teacher has not had time to satisfactorily explain or smooth out. A word or two from Mother may make it all clear and right. And if he has been at play there will be so many things to tell. It is while out at play that the child becomes acquainted with the fascinating realm of out-of-doors. Flowers, birds, trees,

bees and butterflies,—he may become closer acquainted with them all through the retelling of his experiences among them. Wouldn't he be more interested in insect life if he knew the life history of the butterfly or of the ant with its almost human arrangement of home and work? Wouldn't he find more satisfaction in the fields if he knew that there were weeds that ate bugs and some that lived on other plants, like selfish folks? And wouldn't you like to have him so form the habit of telling you things that he goes on telling them, even after he passes out of childhood? Wouldn't you like to be the one he always comes back to for understanding and intelligent enlargement of his small ideas?

And isn't it in this deep abiding faith in Mother and Father, and in the intimate comradeship with the outside world, that the faith in the Infinite is born? Perhaps, in childhood, the connection between the Creator of the Universe and a white-fringed, golden-hearted daisy may not be overly clear, but if the connection is made at all, if the child sees the manifestation of the Divine in all the forces of nature, it will not be such a far cry to discovering such manifestations in his own soul. Then, as you help him to weave his daily experiences into a happy whole at the day's end, so may his larger experiences fashion themselves into a life pattern that he will not be ashamed to show to himself or his Creator at the "twilight hour" of life.

The Overworked Mother

BY HAZEL URANIA CLARK

It is the mother of small children that the vanishing of the household maid affects the most. Now that service is more plentiful than during the war the great retrenchment many are obliged to make financially keeps even the general servant prohibitive.

Mothers everywhere are facing a big problem, for every mother knows children make outrageous demands upon her, in strength, in resourcefulness and in adaptability. She must constantly be at her best with them if she considers their spiritual welfare.

"I thought my boy was hard to manage, nervous and unreasonable, until for the summer I changed our residence from the city to a little shack in the woods. My household duties were reduced to the simplest terms. I found plenty of time for rest and relaxation and at my best myself I discovered it was I and not the boy who needed disciplining. Happy and sweet tempered we had hours of delightful companionship together."

If one mother acknowledged so much, is it not reasonable to suppose that everywhere children are suffering from mothers who because of limited strength and unlimited work have overwrought nerves? Perhaps it isn't the mothers but the children who suffer the more under the conditions in the servantless home.

We cannot all hie us to the woods and live the life primitive. We may have a good and just sense of values and yet be unable to maintain them. Most of us have to live under a complicated environment. "When I had one baby I employed a good maid; now that the third baby is here I am doing all my own work and my strength must be constantly conserved, yet the baby's two o'clock feeding of broth, baked potato and prune juice comes just when I dreadfully need a nap. It is my love for him and intense interest in his feeding that makes it possible to keep my eyes open, and to be sufficiently socially inclined to interest him in his meal."

"My love for him and intense interest." Isn't it just that that enables the mother to accomplish so much? Yet despite love and interest strength and time do both fail sometimes in all that should

be done for the child physically, mentally and spiritually.

It takes nerve and lots of it to invest in labor-saving devices when the price of baby's milk is what it is and the oldest boy's shoes, though the best obtainable, last but three weeks, but that the mother's health is priceless is so self-evident it needs no comment. Anything contributing to her comfort and ease should be seriously considered.

But that is only part of it. Psychologists tell us that there is a spontaneity about play that work lacks. Therefore we are sustained in play where work tires. Now we are not all gifted with imaginations so vivid that our work becomes play, even if we should care for the self-delusion. But we can hold fast to the fact that love of usefulness is a basic principle of health and happiness. To love work for its great part of the worth whileness of life so that we can twirl a clothes reel and hang billowing garment upon it and find the joy no less than upon a golf course. And as for the plaudits of the multitude, what can be more inspiring than the appreciation and fun of the little child holding the clothes pins with a growing sense of helpfulness and of great admiration of the mother who is so jolly it is just fun to be with her?

Envy and self-pity are leeches, sapping life of joy and spontaneity and robbing the home of those very qualities that are as essential to wholesome child nurture as are pure food and fresh air. The past years of greater leisure may have also lacked fuller opportunity.

Much is said about the tremendous influence a mother yields upon her children but big as it is she cannot grasp the whole significance of it.

There is much rationality in the belief that angels are from the human race, men and women, conquerors of selfishness, who, beyond the portals of time, are constantly growing in the fuller life, that the object of creation is a seminary of heaven. To start children upon a line of conduct so far-reaching is most inspirational, though it is but the normal life of parent and child. There is no drudgery with such an outlook upon life. The most menial tasks become media for a vision and realization of life that give the mother greater ability and patience in her mighty tasks.

Forget—but Remember

Forget the slander you have heard,
Forget the hasty unkind word;
Forget the quarrel and the cause,
Forget the whole affair, because
Forgetting is the only way;
Forget the trial you have had,

Forget the weather if it's bad,
Forget the knocker—he's a freak—
Forget him seven days a week,
Forget to even get the blues—
But DON'T forget to pay your DUES.

Child-Welfare Notes

SCHOOL ATTENDANCE

Washington, D. C., November 2, 1921.—The Department of Commerce, through the Bureau of the Census, to-day issued a preliminary statement giving statistics of school attendance, by geographic divisions and states, compiled from the returns of the Fourteenth Decennial Census, taken as of January 1, 1920.

The total population 5 to 20 years of age, inclusive, enumerated in continental United States numbered 33,250,870. Of this number, 21,373,976 attended school at some time between September 1, 1919, and January 1, 1920. The total population 7 to 13 years of age, 15,306,793, included 13,869,010 children attending school. The percentage attending school among the population 5 to 20 years of age increased from 59.2 for 1910 to 64.3 for 1920; and the corresponding percentage for children 7 to 13 years of age increased from 86.1 for the earlier to 90.6 for the later year.

Among the individual states, the largest proportion attending school in the 5-20 age group, 73 per cent., is shown for Utah, and the smallest, 53 per cent., for Louisiana. In six states—Iowa, Nebraska, Montana, Idaho, Utah, and Oregon—the proportion of school attendance for this age group was more than 70 per cent.

For the 7-13 age group the largest proportion of school attendance, 96.1 per cent., is that for Massachusetts, and the smallest, 75.9 per cent., for Louisiana. In seven states—Massachusetts, Rhode Island, Ohio, Iowa, Delaware, Idaho, and Utah—the proportion was 95 per cent. or more.

SMALLPOX BY POPULAR VOTE

In the United States, say J. N. Force, special expert, and Dr. J. P. Leake, of the United States Public Health Service, in a recent Public Health Report, smallpox depends on the popular vote. Study of the smallpox statistics in twenty states for the last six years and of the vaccination laws in the same states indicates that the people have generally obeyed the vaccination laws that they have made. Where popular sentiment has sustained a strong centralized compulsory vaccination act smallpox is today negligible; where local authorities have been given discretionary powers as to enforcement the rate has tended to rise; and where the laws have lacked compulsory features or there have been no laws the rate is high.

In the twenty states considered, four Eastern States show a combined smallpox curve that has been at a consistently low level for the six years. Seven Southern States and six Central States show curves that are much higher and are very similar to each other, though that of the Central States is about twice as high as that of the Southern States. The three Pacific Coast States

show a most extraordinary increase in the disease, the smallpox curve having soared from one nearly as low as that of the Eastern States in 1915 to one eight times as high in 1920.

Within each of these four geographical groups, the better the status of vaccination in the law, the lower is the smallpox rate. The States where vaccination of school children is generally required have little smallpox, averaging 3 cases a year for a community of a hundred thousand inhabitants; the States where there is no such requirement have 113 cases per year for each hundred thousand persons, a rate high enough to make it probable that one person out of every thirty would at some time have an attack of smallpox.

EIGHT EMPTY LUNCH PAILS

Eight battered lunch pails hung on the wall under eight ragged caps and hats. The noon bell rang. Slowly, a little wearily, eight pairs of hands took them down, and carried them out to the shade of the biggest boulder beyond the school.

Now and then, one of the eight, the eldest brother, peered over the rock's rim and surveyed the yard where his school mates sat in little groups, nibbling hard-boiled eggs and unwrapping fat sandwiches from waxed paper. Already one boy, cramming a last chunk of cake into his bulged cheeks, was reaching for the favorite baseball bat. The boy on the rock made sure that the teacher was still within the darkened doorway. Yes! She was standing at the window sill, pouring tea. The blue china pot shone in the sunlight and the hot vapor steamed up between the ferns.

When the boy saw that he and his seven brothers and sisters were quite unobserved, he turned and nodded. The youngest opened her pail. One of the twins drummed on the lid of his. But no one ate. There was nothing to eat. The pails were empty.

After a while the eldest stood up so that anyone might see and pretended to throw a crust off over the boulder's edge.

This happened, not in devastated Flanders, nor in hunger-stricken Austria, nor in unfortunate Russia but in one of the most placid and prosperous valleys of a great Western State. And not once, but noon after noon, for weeks.

The teacher wondered why these particular brothers and sisters remained so resolutely away from the rest. The other children wondered why the eight never played the running games after lunch.

But no one knew of the gallant game they played out behind the rocks with their battered lunch pails, until a Red Cross worker found them at home, just before school, parceling out a loaf of bread. That was breakfast. She saw them take their empty pails and trudge off to school.

Hours before, the mother and father had gone to work in the fields. At night they would come home, and another loaf would make dinner for ten.

Then the Junior American Red Cross, without a word to rob the eight game little actors of their secret, started a hot lunch in the school. Some of the pupils brought nickels, some brought pennies, and some brought nothing, but no one except the teacher knew of these distinctions. And no one but the teacher knew why eight pairs of eyes watched so eagerly the clock's two hands diminish the distance to the hour of twelve.

MAKING REAL THINGS

"We're making real furniture and it's going to be used by boys and girls whose schools were all wrecked and smashed by the armies in the great war," said Frank, as he rushed in to his mother one afternoon after the close of school. When he came back from the pantry where he had caused a large piece of pie to disappear, he resumed his story.

"About that furniture, mother. We are making desks and chairs to be sent to France and Belgium where they will be given to schools in the regions where everything was demolished by the big cannons. The people over there are doing their very best to equip their schoolhouses but there is so much for them to do that they have asked the Junior American Red Cross schools to help. And, mother, it's ever so much more interesting to be making things you know are going to be put to real use than to be sawing out patterns and putting together little pieces of wood in order to learn how to use tools."

The mother's questions drew out the fact that the Juniors throughout the United States had been asked to build 5,000 tables and 10,000 chairs to meet the great need of schools in the devastated regions abroad.

Just then, Frank's sister, Edith, came in to ask a question about buttonholes.

"Well, Mr. Frank," she said, "your manual training class is not the only one that is doing real work for real children. Our sewing class is making garments from material furnished by the Red Cross Chapter and before the coldest days of winter come, we expect to have a whole lot of warm clothing ready to ship to those countries where children are suffering. We are making girl's dresses and underwear and boy's bloomers. Many of the children are bringing worn clothing to school and our class is altering and repairing those garments to be added to the new ones we are making. It is the most interesting work we do at school."

Reports from scores of schools throughout the United States indicate that hundreds of enthusiastic Juniors like Frank and Edith are engaged in this work of unselfish service for others.

CHARTS ON FOOD SELECTION FOR TEACHERS OF NUTRITION

Teachers and others carrying on nutrition work may obtain a new set of 8 charts on food selection and meal planning prepared by the Office of Home Economics of the United States Department of Agriculture. They constitute a comprehensive and useful guide to a wise, correct diet.

One chart gives an explanation of the 5 food groups, and why each is needed. As a balanced food supply throughout a week insures a balanced diet, the proportion and amount of each kind of food which should be purchased for the average family is indicated. Each group is illustrated on a separate chart by a picture of selected foods from that group. These selections are intended to suggest good combinations, but many others may be made.

In order to facilitate the choice of foods according to the nutrients they contain there is a chart showing a great many common articles of diet, the unit of measure—pound, bushel, quart—by which each is usually bought, and the number of hundred-calorie portions contained in this unit of measure. Thus, the housekeeper can tell at a glance when the foods in the same group are the same price, which one yields the larger number of hundred-calorie portions for the money expended; or she can compute the cost of a hundred-calorie portion of any given food and compare that with the price of the food she desires to use.

The five pictorial charts showing a week's supply of each kind of food are based on the needs of the average family, consisting of two parents and three children. There is an additional chart showing how to compare one's own family with the average in order to arrive at a correct estimate of the amount of food to buy.

These charts should be found useful in connection with dietetic courses in colleges, high schools or hospitals, in women's clubs, parent-teacher associations, or wherever a thoughtful study of nutrition is being made. The charts are clearly printed on heavy paper 24 by 18 inches in size, and the series of 8 can be obtained by sending 50 cents in cash or money order (no stamps) to the Superintendent of Documents, Washington, D. C.

GAMES AND PLAY FOR SCHOOL MORALE

It is always difficult for a layman to decide just what games are best suited to children at their various ages. The problem is, of course, to get something that will be interesting enough to capture the attention of the child, and which will bring into play the characteristics peculiar to the particular period of life in which he is.

"Games and Play for School Morale," arranged by Mel Sheppard and Anna Vaughan, will appeal to all who have charge of the recre-

ation hours of children, whether in the school-room or on the playground. The games are graded—from purely imaginative ones for small children, to volley ball, Hindu tag, and Indian club wrestling for the eighth-grade groups. All are simply and concisely explained.

The most satisfactory feature of the booklet is that only a very small percentage of the games in it need any sort of apparatus.

The booklet is published by Community Service (Incorporated), 1 Madison Avenue, New

York, and may be secured for twenty-five cents a copy.

The last section is given over to group games for adults. Anyone who has ever had charge of a school or community social realizes that it is not an easy task to find sufficient games to fill an evening with simple and wholesome entertainment conducive to sociability. The thirty games described will prove a boon to harassed club hostesses and school workers.

Child-Welfare Day Message from National Chairman, Mrs. David O. Mears

February 17, 1922, marks the twenty-fifth Anniversary of the founding of the National Congress of Mothers and Parent-Teacher Associations in February, 1897, at Washington, D. C.

It is desired to make our Silver Anniversary a red-letter day in the history of the Mothers' Circles and Parent-Teacher Associations throughout the country.

Program material in the shape of Twenty-five Years for Child Welfare: "Memorial Tribute" to the Founder, Mrs. Theodore W. Birney; "Star Booklet and Program Plans," prepared years ago but containing suggestions for several programs; a Pageant; "Ladder Exercise"; Tableaux; Birthday Cake with 25 Candles, or other appropriate material for the day may be used.

Envelopes to contain a silver offering—25 cents or more, from many, many thousands of interested workers, it is hoped—a cent a year for each year of the life of our National organization, are to be sent out this year for distribution by the National Chairman to State Child-Welfare Day Chairman.

The envelopes are to bear these inscriptions:

(Front side of envelope)

(Emblem)

NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

Silver Anniversary Child Welfare Day
1897-1922 February 17, 1922

Invest silver quarters as National Birthday
Anniversary Gift for Child Welfare
Extension Work (over)

(Back side of envelope)

QUARTER CENTENNIAL OBSERVANCE

Observe Child Welfare Day, February 17, 1922

(a) In all Mothers' Circles and Parent-Teacher
Associations.

(b) With appropriate program.
(c) With a silver, or larger, offering from each
individual, in active, associate, sustaining
and life membership.

Bring or send offering to Local Treasurer to be
forwarded through State Treasurer to National
Treasurer. (over)

Coöperation in a helpful inspiring Quarter-Centennial Observance on our National Child Welfare Day (Founders' Day) will be greatly appreciated.

All Mothers Should Read This Magazine

The CHILD-WELFARE MAGAZINE, official organ of the National Congress of Mothers, is a publication that should be in every home where there are children. It contains articles that are of big interest and real value to all mothers.—*The Portland News*, Tuesday, October 18, 1921.

"I have had the magazine every year, but once, since it has been published, and would not want to be without it. As President of our local Parent-Teacher Association it has been a great help to me in many ways."

MRS. W. M. WEBER,
Grass Range, Montana

Nervous Children

BY CAROLYN CAWTHORNE

The potential mothers and fathers of the next generation of this country are afflicted with nervousness, to such an extent that one trembles for the stamina and fitness of their offspring.

This strength-sapping affliction impairs and throws out of gear the whole human machinery, so that children who should be healthy young *animals* (simply eating, sleeping and romping), entirely unaware of the mechanism of their bodies, are, by painful experience, quite conversant with the aches, the pains, and weariness of their grandparents.

And what is the cause of this distressing state of affairs—so prevalent that a healthy, sound, normal child is the pleasing exception?

May I advance a theory to which I have given close observation, and which is based upon a comparison between the school children of the U. S. A. and those of England? I have taught both, and with a mental vision of a class of rosy, alert, sturdy English children, my first encounter with a class of little children in this country impressed me painfully. They appeared pale, listless and bored; and I have since discovered that they are, in the majority of cases, quite incapable of sustained effort.

Allowing for climatic conditions which handicap them, I am firmly convinced that there are certain other health-undermining influences con-

stantly at work that do much to lower the standard of health.

One sees on every side the results of errors in dieting—children take too much coffee, candy, canned and fried foods, but I would place the blame for this nervousness *chiefly* upon lack of rest. Late hours are the rule here, whereas they are the exception in England, so that while the English child retires regularly to sleep—the sleep that refreshes mind and body—his American cousin is, in many cases, fighting sleep at the "Movies," or visiting friends along with his elders, eating rich indigestible food just before retiring. The consequence is a restless night, followed by a disinclination to rise in the morning. After a mere pretense at breakfast he drags himself wearily to school, irritable and overwrought, or his fond parents excuse him from school on account of his "nerves."

Oh! how my heart aches for these pampered darlings! And how thankful I am that my childhood was passed in England, where the chief ailment is an "internal complaint" three times a day, which is relieved by plain wholesome food—where instead of poring over books after school hours, as American children do, the boys and girls romp in the open air until bedtime, when physical exhaustion induces unbroken sleep, and their birthright of rude health follows as a consequence of simple and natural ways of living.

Religious Education of an American Citizen

DR. FRANCIS PEABODY

Religious education, however, though it should begin with the religious nature of the child, must proceed to the interpretation and justification of that primary experience. The first conditions of growth for a flower are those of soil and sunshine; but the time arrives when the shoot which emerges from the ground must adapt itself to the world in which it is to live. It is the same with the soul of the child. Problems of thought and of duty soon confront this emerging experience; and it must be trained to a fruitful growth and rendered fit to service.

What, then, are the further principles which should direct religious education as it thus watch should direct religious education as it thus watches and tends this expanding life? The first principle is reality. This does not mean that there should be nothing left for later experiences to explore or for richer insight to interpret but that the evidence offered and the conviction encouraged should be, so far as they go, genuine, reasonable and unconstrained. To

overload the young mind with a cargo of doctrine is to lose religious buoyancy and to be at the mercy of spiritual storms. A wise education begins with the near, the obvious and the verifiable. It subordinates completeness to reality. It does not urge on the child what is unreal to the teacher. Its attitude to the child is that of undisguised sincerity. It is concerned not so much with conformity as with consistency. One truth realized is more convincing than a whole system of theology unassimilated. One aspect of nature, one glimpse of God, one teaching of Christ, one lesson of experience, if it be real, is enough to steady the will as it makes its way to firmer loyalty. Religious education, in other words, is qualitative rather than quantitative. When a man in the oil-regions sinks a shaft, it is enough if at any point he strikes a supply. One flowing well is a fortune. Out of its depths gushes so ample a yield that his further problem is not to sink more wells, but to find storage for his blazing wealth. It is the

same when one strikes truth. One well of truth makes a mind rich. Out of its depths flow interpretations and consolations of experience, and a judicious education sets itself to store this wealth just as it comes, and to generate from it the light and warmth which it is able to supply.

The second principle of this riper education is personality. Among the many blunders of a systematized and authoritative education in religion is its uniformity, its pre-established method, its lack of flexibility, its impersonal character. Religious experience is given a prescribed form; conversion assumes a uniform type; a twice-born nature is regarded as more devout than a once-born soul; education, in the church as in the school, standardizes mediocrity instead of exalting initiative. Over against all this mechanism of education stands the principle of personality. To take a life as it is and make of it what it was meant to be—to discern the potential qualities of different lives, their animal spirits, their temperamental tendencies, their points of reaction and responsibility, and to draw out the latent possibilities of consecration or endeavor—that is the infinitely varied and perplexing, yet fascinating, task which parents, pastors, and teachers have to meet. Each personality offers a new problem. Each character, however imperfect or headstrong it may be, has its own way of approach to God. One life must be converted, or turned round, by an abrupt revolution in its controlling aim. Another may be led straight along the way it was unconsciously going. There is no more a fixed scale of merit for the growth of character than for the diversity of blossoms into which a garden blooms. Some lives, like that of Paul, must be twice-born; some souls, like that of Jesus, exhibit a continuous, unrevolutionized, and once-born experience. Some must be struck down by the sudden illumination of a flash from heaven, and others may "increase in wisdom and stature and in favor with God and men." To take a person and make of him a personality,—that is the aim of religious, as of all, education. It is no small encouragement to observe that this respect for personality marked the habitual teaching of Jesus Christ. His immediate followers were of very varied and not altogether perfect types; but Jesus took them just as they were, and by his faith in each drew out from each the personality which was latent within. The affectionate John and the sceptical Thomas were not made alike, but both were made what neither had imagined that he could be. Even the fickle-minded and wavering Peter, whose character was more like shifting sand than solid rock, found himself trusted and leaned on as one whose name fitted his nature, until under the pedagogical guidance of his great Teacher the sand character actually hardened into sandstone, and Peter became the rock which Jesus said he could be. It is the same with Christian education still. It sets the personality of youth face to face with the personality of Jesus Christ

and trusts the operation of spiritual law to convert softness into strength, cowardice into courage, and sand into rock.

Finally, there remains the principle which gives to religious education its special adaptation to American life, and applies it to the special case of the American child. It is the principle of democracy. Whatever may be said of the method of authority in religion or in politics, and however difficult it may be under a feudal or aristocratic or military system to regard religion as free, personal, and spiritual, a country where liberty and equality are the very air one breathes cannot be a favorable soil for an exotic, imported, or dictatorial faith. The American child, whom we began by describing, is constitutionally free in his habit of mind, intolerant of dictation, inquisitive of reasons and causes, looking forward rather than back. Aristocracy in religion, as in social life, may be attractive to the few who have become, through travel or training, practically Europeanized in taste; but for the many millions who have been bred in the democracy of American institutions, or who have fled from the feudalism of other lands, nothing less than a fraternal, simple, unpretentious, rational, and democratic religion can offer any commanding appeal. Hierarchies, absolutism, State churches with their dignitaries and diplomacy, are as foreign to the American mind as are autocratic and military systems of government. If religion is to command the loyalty of young people to whom free inquiry, the right of private judgment, and the consent of the governed, make the foundation of political life, teachers of religion, however dearly they may prize the organizations to which they belong, must subordinate conformity to conscience, dictation to inspiration, the Church to the soul, and must promote a religious experience which is consistent with every rational desire of a spiritual democracy.

Under these principles of reality, personality and democracy, the religious education of an American child becomes a natural process, which it is a privilege to direct and a joy to recall. It begins with the near, the practical and real; it proceeds through diversities of administration in the one spirit; and it ends in a religion which is in harmony with citizenship, with science, and with the experience of life. It begins with the self-discipline of the parents; it proceeds through the discovery of God's intention for the child; and it is confirmed by the reverence for personality and the confidence in spiritual democracy which mark the teaching of Jesus Christ.

The sower of such an education may go forth to sow with the confident step of one who is a laborer together with God; and though some of his seed may fall on stony places where there is not much depth of earth, the field where he lavishly scatters may surprise him with its fertility, and the sun and soil may conspire with his service to bring forth thirty or sixty or a hundred fold.

Books Mothers find Valuable

The Kindergarten Children's Hour. Edited by Miss Lucy Wheelock—Five Volumes: No. 1, Stories for Little Children, Susan S. Harriman. No. 2, Children's Occupations, Maud Cushing Nash. No. 3, Talks to Children, Alice Packard. No. 4, Talks to Mothers. No. 5, Songs with Music, compiled by Alice M. Wyman. Houghton Mifflin & Co., Boston and New York.

Educating by Story Telling. By Katherine Dunlap Cather. World Book Co.

The Charm of Good Manners. Starrett. J. B. Lippincott Co.

The Religious Education of an American Citizen. Dr. Francis Peabody.

Theodore Roosevelt's Letters to His Children.

The Parent and the Child. By Henry F. Cope, D.D. George H. Doran Co., New York.

The Wayward Child. Hannah K. Schoff. Bobbs Merrill Co., Indianapolis.

Your Child Today and Tomorrow. New Edition by Sidonie M. Gruenberg. J. B. Lippincott Co., Philadelphia.

Seven Ages of Childhood. Ella Lyman Cabot. Houghton Mifflin and Co.

Roads to Childhood. By Annie Carroll Moore. George H. Doran Co., New York. Helps parents to choose books for children.

New Government Bulletins

Suggestions for a Program for Health Teaching in the Elementary Schools. Health Education, 10, Department of the Interior, Bureau of Education. By J. Mace Andress, Head of Department of Psychology, Boston Normal School, and Mabel C. Bragg, Assistant Superintendent of Schools, Newton, Mass.

Milk and Its Uses in the Home. Farmers' Bulletin 1207. United States Department of Agriculture.

Suggestive Programs for Parent-Teacher Associations. 36 pages. Published by Texas Congress of Mothers and Parent-Teacher Associations.

A valuable book, as useful in other states as in Texas.

To secure the Program material suggested in the book members are requested to apply to Texas Congress of Mothers and Parent-Teacher Associations, Capitol Station, Austin, Texas.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—How a Parent May Help a Teacher—Annie Heygate Hall. President's Message. Child-Welfare Notes.

SECOND TOPIC—What Other States are Doing.

THIRD TOPIC—Current Events in Child-Welfare.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1201 16th St., N. W., Washington, D. C.

STATE NEWS

Bulletins have been received this month from Connecticut, Massachusetts, Indiana, Iowa, Missouri, the Kansas City (Mo.) Council and New Jersey. These bulletins were all excellent.

The states of Michigan, Kentucky and North Dakota have just begun issuing regular Bulletins and the first issues are very creditable.

COLORADO

NOTES FROM THE REPORT OF THE TENTH ANNUAL CONVENTION

Quotations from Addresses

Governor Shoup said that all associations should have three aims: vision, organization and service. His confidence in our organization was such that whatever public work the Parent-Teacher Association undertook it could count on his standing back of it.

An inspiring exposition of the joys and privileges of education was given by Principal Lloyd Shaw of Cheyenne School. Does a trip through the Garden of the Gods mean to us just sand, rock, heat and dust, or do we grasp the vision of the wonderful past, and the story of the future yet to be told in the sands of time? And so with education, is it but a dull, hard grind, and does it seem but an absorption of uninteresting facts, or do we get the wonderful story in each department of learning, and have the vision of the wonders yet to be unfolded?

Miss Katherine Craig told us that the ultimate test of education must be the moral influence wielded by the school, and if that purpose be not realized, then the whole system of education has failed.

Among the County Councils

Crowley: Their slogan is a "Parent-Teacher Association in every school in the county." Eight associations now organized. A field meet was planned and carried out most successfully; hope to make it an annual affair. Hot lunches have been provided.

Denver: Outstanding feature was the raising of \$22,500, under the leadership of Mrs. Adolph Morris, with which to purchase ground for a park, which has been given to the city of Denver, to be used as a community center. Sent \$250 to aid in the survey being taken regarding teachers' salaries throughout the state; \$500 was given toward the work of the Boy's and Girl's Clubs; and \$200 to the Meeker School. Sixty-six associations.

Las Animas: Nine associations, all very active in child-welfare work. Raised \$600 to help equip three playgrounds. Has done much toward furnishing clothing and milk to needy school children.

Pueblo: Sixteen active associations, all doing splendid work in the schools. Given over \$1,000 for hospital care for children needing it.

Green Mountain Falls—Mrs. Wilson: Fifteen pupils in school, with an average monthly attendance of twenty-six present at the Parent-Teacher Association meetings. A Community Fair was the outstanding feature of the year's work.

Manzanola—Mrs. Bauseman: Membership campaign resulted in over 100 paid members. Hot lunches have been provided, also clothes for needy children. Truancy committee working most effectively, as are all committees. Visiting day at school was held during Child-Welfare Week.

CONNECTICUT

The season's work of the Congress started in an auspicious manner at the Executive Board meeting at the home of the State President, Mrs. E. C. Littlefield, in New Haven on Tuesday, September 20, when forty-one members responded at the roll-call.

Mrs. Chandler called attention to the International Work being accomplished in South America, around Buenos Ayres by Mrs. Thatcher, an Honorary Vice-President of the National Congress.

The possibility of the establishment of County Council was discussed—the idea being that such councils might be the means of reaching those communities not now in close touch with the Congress. Mrs. Chandler then explained that our second and fourth Vice-Presidents were appointed this year with the understanding that they would try to foster clubs in their localities where possible, thus simplifying the work of the State Organizer.

One of the most worth while things that an association could do during the following year would be to celebrate a Health Day—a suggested program for which would include weighing and measuring of school children, performance of a health clown, basket lunch with pageant of Milk Fairies given later in the day. Health work may be carried on in the schools which would include weighing and measuring, milk essays, health posters, clown performance, and Milk Fairy Pageant.

It is too early to outline special plans for the observance of the twenty-fifth anniversary of the founding of the Congress as nothing has been heard from the National Chairman. It is not too early, however, to try to secure a good speaker for your February meeting in the interest of Child-Welfare, or to plan to raise money for your contribution to the National fund. For suggestions as to what other clubs in the State have done in this line please write to your State Chairman, who will also be grateful for ideas which may be passed on.

Briefly summing up the educational work the outlook is encouraging. Conditions due to the war have more nearly reached normal and greater interest seems awakened in our schools.

First I want to speak of the State Summer Normal School for teachers held in this city last summer. This course covered a period of six weeks, tuition free, with ideal surroundings and equipment for the work of Yale University. The attendance was large, and wonderful opportunities were given in the advanced courses of study, and the teachers, lecturers, and educators included nationally known figures in the educational world who have been in charge of the work. The two-thirds majority of students with previous teaching experience attending (the reverse of last year's conditions) given encouragement, showing that teachers are endeavoring to gain more knowledge of methods and subjects which will tend to raise standards of education in the State.

Our New Haven State Normal School has an entering class this year of 200 students as compared with a class of 99 last year. Other Normal Schools in the State seem to reflect satisfactory conditions.

Dr. Meredith, Commissioner of Education in this State, says the school year opened with ample supply of teachers in the State and standards of requirement give assurance that work in school rooms will be efficient.

All children in small towns may now have a high-school education through the law passed at the last session of the General Assembly by which the State very materially increased its grant to towns.

The splendid spirit of coöperation which seems more plainly shown in our schools has been, I believe, due to a great degree to the fine work done by the Parent-Teacher Associations in bringing the home and the school into closer touch.

Renewed interest is urged in the Immigrant mother, for the education of the woman immigrant is a separate problem. The child of course goes to school. The woman however, often burdened with a family, can spare no time to attend night school. If she has the time she has not the energy. The sad spectacle of the foreign mother with the English-speaking husband and the superior American children is frequent and deplorable. These women are to be reached obviously through the home, by visiting teachers who can get into the homes and form classes there. Through the home interests, the preparing of food, the care of the children, caring for the ill, the woman can be drawn out of the home and brought into contact with other women. Under proper guidance such groups can be led deftly into the learning of English and the acquiring of American customs.

I am recommending that each club in the State try to send at least one teacher into the homes to teach the women immigrants—the mothers of their children's schoolmates. I organized five of these classes last spring and instructed them in English, sanitation, dress, food, and care of

children. In every case I found the women eager for suggestions and for instruction in American ways.

The D.A.R. and the W.C.T.U. are taking up this work in the State and I trust the Parent-Teacher Associations will take increased interest this year as the State is giving financial aid to home classes properly organized and taught. Information can be obtained from Mr. R. C. Deming, State Director of Americanization, Capitol, Hartford, Conn. Mr. Deming will also send a woman to organize home classes if application is made.

DELAWARE

This state is sending out most excellent literature. This month the stories and poems for children are most interesting. The program leaflet—Series 11, November 1—on the "Modern School" and dealing with the School Library is full of excellent suggestions for those interested in this subject.

ILLINOIS

In the State President's message are interesting items for other states. Why do not other city Superintendents pursue the same policy?

Superintendent Mortensen, of the Chicago public schools, has just announced the plans for a Teachers' Council, by means of which subjects in a teacher's mind for the betterment and improvement of the school system would be presented to the Council as a whole, thoroughly debated and then presented to the Superintendent for consideration.

It seems reasonable to suppose that this innovation, which closely approximates those in force in several hundred industrial concerns, may result in some extremely progressive changes in the Chicago schools. If this proves to be the case it is quite likely that it will be followed in other cities in the state.

The professions of fatherhood and motherhood are a long way behind that of teaching in looking about for ways to improve their status. As parents almost none of us take the trouble to determine what is wrong in our methods of child rearing; few of us are capable of determining whether the education we are providing for our children is making them even forty per cent. efficient, and yet we could easily determine that with a little quiet, intelligent observation and deduction. How many of us have ever taken the trouble to even wonder what was wrong with our own training that we are not bigger mentally, better morally, stronger physically, than we are?

If, as former Commissioner of Education Claxton has said, "the teacher is an agent of the parent, not an intruder," it is high time we made ourselves competent to understand the laws under which our agents work and our children are being partially trained. It would go a long way toward quickly improving school conditions all over Illinois if every Parent-Teacher Asso-

ation would systematically study the school laws, state and local. It is worth our while as citizens and parents and in time we may be considered worthy to be invited to help consider methods to improve our school system.

INDIANA

The following letter was received by the Indiana State President from Mr. L. N. Hines a short time before he left the office of State Superintendent of Public Instruction to become the President of the State Normal School at Terre Haute:

"I am writing you today to tell you that we in this office hope that this year will be the greatest year in the history of the Indiana Parent-Teacher Association. There ought to be the closest co-operation between the parents and teachers in every school district in Indiana. It is greatly to be desired that no school board, trustee, superintendent or other school official shall, in anyway, seek to thumper the splendid work that is being done by teachers and parents throughout Indiana. Every school house ought to be opened for Parent-Teacher meetings and every teacher and school official should be ready at any time to do the utmost to help promote the kindliest feeling toward and the fullest understanding of what it is public schools are trying to do. The school houses belong to the people and they should be ready for use at any time by patrons and others who desire, through meetings or activities, to help the schools realize their aims.

"If we can be of service at any time in promoting this program, please donot hesitate to let us know."

The present Superintendent of Public Instruction, Mr. Benjamin J. Burris, has given assurance that he expects to continue the policy of the Department and hopes for the same cordial relations with the Parent-Teacher Association.

COURSES IN SOCIAL SERVICE

Announcement is made of courses in Social Service in Indiana University in Indianapolis. Since practically every social problem is a child-welfare problem or closely related, parent-teacher officers and members will be especially interested in this announcement.

Of the provisions of the last legislature for the welfare of children none will appeal more strongly than that for a hospital to be used exclusively for the medical and surgical treatment of children. It is a fitting tribute that this proposed hospital should bear the name of James Whitcomb Riley.

During the month of October, Riley's birthday month, a campaign is being conducted in the schools to give the children of the state an opportunity to help in the erection of the Memorial Hospital. It is planned to put up the

main building of the hospital from funds contributed by the children. This campaign is being put on in connection with the Riley Birthday celebrations being held in the schools.

The plan is as follows: each child is asked to earn one dollar during the month of October. It is suggested that this dollar may be earned by doing chores at home, by assisting parents, by selling newspapers or other articles, by doing odd jobs for neighbors.

Prizes are to be offered both to schools and individual children assisting in the campaign. The names of children contributing in this campaign will be placed in the library of the Hospital to serve as a testimonial of their love and respect for the great Hoosier poet.

This campaign has the official approval of the State Superintendent of Public Instruction and the other school authorities in Indiana. The President of the State Parent-Teacher Association is a member of the committee.

Any encouragement and assistance which parent-teacher associations can give the children in this campaign will be repaid many times over in the realization that "the children of Indiana are helping the children of Indiana."

IOWA

From the *Bulletin*:

In a year's time the affiliated membership of the Iowa Congress of Mothers and Parent-Teacher Association has more than trebled. In March of 1920 the membership was a little more than 3,000; this March, 1921, it was considerably in excess of 10,000, June, 1921, 15,500. "That is merely one evidence of the remarkable interest of parents in their public schools," says F. W. Beckman of Ames, state treasurer of the Iowa Congress. "Another evidence may be found in the scores and scores of reports of excellent programs carried on by local Parent-Teacher Associations throughout the state. There isn't a type of community club more active than these associations. Their meetings are largely attended and they serve to bring together people of all interests in a gratifying way." In the town of Ames, for example, there are five active associations. Each holds its meetings regularly and some of them have been attended by more than a hundred men and women. The result is splendid support and encouragement of the work of the schools as well as new community spirit.

ARE YOU WORKING FOR ANY OF THESE?

A public health nurse.

Teaching of health habits.

Censorship of motion pictures.

A scale in every school building.

A hot school lunch for every child.

One hundred per cent. membership in your Parent-Teacher Association.

KENTUCKY

From the *Bulletin*:

A SUGGESTIVE PROGRAM FOR THE OCTOBER MEETING:

2:30 P.M. Meeting of Executive Board in Principal's office.
 3:00 General Business meeting.
 3:15 Lord's Prayer.—Community Singing.
 3:25 Reading Lesson by Primary Grade to be followed by "Teacher Talk" on Reading.
 3:40 Main Topic for Discussion: Better Schools.
 4:30 "Get Acquainted" Period.

We are heartily in favor of having the teachers and children take some part in each meeting: not an elaborate exhibition, requiring hours of extra work from the teacher, but a simple demonstration of actual classroom methods. For this meeting, we suggest a lesson in Primary reading, to be followed each month by some work in each grade.

In connection with the main topic we urge these two things. First: educational propaganda in form of the two Constitutional amendments to be voted on this fall. We hope that every Mother and teacher will study these amendments, realize the benefit to our children to be derived from them, and vote in favor of their adoption. Second: The value of individual effort and purpose in even the smallest communities. In the final analysis, we receive from our government exactly what we demand, and for the support of which we are willing to be taxed. If every mother will earnestly resolve that her children shall have the best possible education, she will be taking a definite step toward achieving better advantages for all children.

MAINE

Rockland: The first monthly meeting of the Parent-Teacher Association, which was held at the Congregational vestry last Friday evening, proved to be a very successful and enjoyable occasion. The meeting was conducted by Miss McPhail, the president, who spoke briefly of the most important work of the Association for the coming year—the increasing and furthering of the new school building fund in every possible way, and the keeping alive of the spirit that even if the town may feel financially unable to undertake this proposition in the very near future, eventually there must be a new building. Therefore the only way to conquer difficulties is to keep right on, and feel that something valuable is being accomplished by continually working toward the end. That this need is realized by the whole community, and giving evidence of what can be done when the many work together for a common good, the statement of Mrs. John

Creighton, the treasurer, showing the total amount of the School Building Fund already to have reached the creditable sum of \$1,663.98. This was most encouraging, especially when it is considered that the work was only proposed the last of May. The receipts from the County Fair were stated as being about \$1,410.

A mass meeting will be held in coöperation with the High School Alumni Association, to present to the townspeople, through a disinterested speaker, all feasible plans for a new school building. The people may have opportunity for free and full discussion, both at that meeting and afterwards among themselves, and thus in the end evolve the one plan which seems best for the town and acceptable to the majority, regardless of sex, creed, or politics. To most of those present, the first opportunity of meeting the new superintendent of schools Mr. Paine, was given when he spoke very pleasantly on the question of "How Can Parents and Teachers Best Coöperate?" Miss Chapin, the County Nurse, read a most interesting paper on "The Importance of Health in the School Child," emphasizing as the main objective of her work in the schools this year the keeping of clean hands, clean mouths, and early bed time. Community singing was enjoyed followed by a social hour during which refreshments were served. The next meeting will be held November 4, at the same place and hour, and another good program is promised. It is hoped all will show their willingness to help by their attendance.

MASSACHUSETTS

The Massachusetts Parent-Teacher Association held its 12th Annual Convention in Springfield, October 13, 14, 15, at Hotel Kimball. The National President, Mrs. Milton P. Higgins, National Vice-President, Mrs. D. O. Mears, National Chairman of Legislation, Mrs. William Tilton, all residents of Massachusetts and connected with the State work, were present and spoke on National matters.

Councils reported for the local organizations in their districts, confining themselves to the most notable achievements. Among these were: one High School association has a department of school work presented by a teacher at each meeting; a grade-school Parent-Teacher Association presented a fine film at the motion picture theatre which made money besides being of educational value; another presented a good framed picture to each room in the school building. These pictures were carefully selected by a group of teachers and parents; milk for 35 undernourished children was supplied for 15 weeks; a rest room for teachers was comfortably furnished; \$600 was raised for a new piano and a class in Mothercraft was financed; a class of young men and women of the neighborhood meets socially once a week at the schoolhouse.

under the chaperonage of one Parent-Teacher Association; several associations have worked hard for new school houses and secured them; others for electric lights in the school house; for sanitary conditions; a swimming pool. They have provided hot lunches, victrolas and music selected by music supervisor, moving-picture machines, first-aid outfits, corrective apparatus and clothing for needy children, beautified school grounds, playground apparatus, sanitary towel machines, health posters, tennis courts for young people, scales to help the nurse in weighing children, indoor games, basket ball and many other things. Many school libraries have been started, and good reading was encouraged in one school by presenting a book by a standard author to high-school pupils graduating with a certain standing. A branch of the Public Library was applied for by another group for the benefit of the young boys who need occupation. Two hundred copies of "Will it Pay Me to go to High School?" were presented by one association to members of the ninth grade. Classes have been arranged for mothers on many subjects; first aid in nursing, child study, millinery and dressmaking and others.

Some of the problems presented by the Councils were: how to help the rural schools to be social centers and to provide healthful recreation for their communities; how to secure assembly halls suitable for Parent-Teacher meetings; how to get the coöperation of the non-English speaking fathers and mothers; how to keep children from Parent-Teacher meetings and yet retain the interest of the parents; how to hold together a group consisting of many nationalities.

Notable addresses were given by Prof. Dallas Lore Sharp on The Teacher as a Social Factor; Miss Mary McSkimmons on The Influence of the School; Mrs. Winifred Sackville Stover on the Pre-School Age; Miss Annie Carroll Moore on the Influence of Books; Dr. James Chalmers on Modern Social Standards of a Great American; Miss Bertha M. McConkey on Children's Amusements; and Miss Lillian V. Poor on What the Kindergarten is Doing.

Splendid coöperation in making the Convention a success was given by the Springfield Chamber of Commerce, Mayor Leonard, Superintendent Van Sickle and the whole school department, the Federated Women's Clubs and by our own associations and our councilor, Mrs. John A. Sherley, who was indefatigable in her efforts to help carry the Parent-Teacher idea to every corner of the Springfield Section.

MICHIGAN

Suggestions from the *Bulletin*:

To the Michigan Fathers, Mothers and Teachers who joined the State and National Association, through your local organization, during the past year, we extend a hearty welcome. You came into our circle because of your interest in

that greatest asset of our American life—OUR CHILDREN. Are you ready to foster every issue for their betterment in home, school and community? Then come, every man and woman who loves a child, come all of you, and bring to the hearthstone of Michigan parenthood all who have not before seen the kindly welcome of our beaconlight.

Primarily the object of Parent-Teacher Associations is getting the teachers and parents together on a common meeting ground of sympathetic understanding. Parent-Teacher Associations are really schools for the study of social and economic problems as they pertain to the home and school through the child. Citizens are in the making everywhere. Let us do our part, as guides, advisors and co-workers. The day is drawing nearer when Parent-Teacher Associations will be recognized as an auxiliary of every school.

No Parent-Teacher Association can get the vision necessary for broad effective service by living to itself. The war taught us that even nations cannot "live unto themselves alone," and so the Parent-Teacher Association that looks for inspiration and stimulation only within itself is doomed to an early demise.

MISSOURI

From the "State President's Desk":

This school year will mark the twenty-fifth anniversary of the founding of the National Congress of Mothers and Parent-Teacher Associations. The wonderful increase in membership, the growth in the number of circles, is the greatest testimony to the real need of our work.

It is a privilege to be a part of a working organization of women with such a vision. Standing for every phase of child welfare for a quarter of a century is a matter of no small moment. It means not only standing but understanding every condition that may be bettered to improve the state of the child in church, home, state and school—to create a better citizen, a better American.

The true measure of our success must be: are we making the parents in our district better, parents? Are we making the children in our district better children? Do we, as parents, inculcate the highest ideals? Are we sufficiently understanding? Do we expect more of the teacher in training our children than we are willing to give ourselves? Our watchword is coöperation. Is this coöperation often one-sided, coming mostly from the school? Our Parent-Teacher meetings should always have as a "motif"—"Adult Training." Parents should understand that the lessons of truth, honor, respect for authority, punctuality, neatness should be taught at home by precept and not all left to the overburdened teacher.

Dr. Krause, the new director of the Bureau

of Child Hygiene, has made the Missouri branch of the National Congress of Mothers and Parent-Teachers Association the official organization to work with his department of the State Board of Health to conduct a Baby Clinic in every town where there is a Parent-Teacher Circle, and at the same time give every school child a physical examination. Dr. Krause, with his co-workers, will go about over the State, where preliminary arrangements will be made by the local Parent-Teacher Circles for these examinations, and for carrying out the program.

Notes from the *Kansas City Bulletin*:

At the last analysis, it is really the character of the programs given during the year, which answers whether a Parent-Teacher Association has qualified as a potent factor in the life and well-being of both parent and child, and through them, of the teacher and school. Organizations that devote themselves exclusively to entertainment and social features fail of the great democratic and all inclusive purpose to secure to all children the best guidance in both home and school, and to give to all parents the opportunity to learn how to guide and rear their little ones, in order that they may be healthy, happy and useful.

What teachers say of the Parent-Teacher Association:

This is to certify that I heartily endorse the work of the Parent-Teacher Association in Missouri. It is bringing the patrons and the teachers into closer coöperation, and is promulgating the interest in school work which is of great benefit to the boys and girls of this state.

For several years I have been interested in the work of the Parent-Teacher Association of Missouri. I have watched with great pleasure the splendid work that has been done by this organization in various cities and towns in the state. In a true democracy, the people must take an active interest in the affairs of their community. The Parent-Teacher Associations furnish one of the very best avenues through which the patrons of the public schools may express their views, may become familiar with the work of their schools, and may coöperate in improving the school system.

I know of no other agency of more value to our public schools than a live, wide-awake Parent-Teacher Association.

After a very careful consideration of the entire question of home and school coöperation, I feel firmly convinced that more attention should be paid to this department of educational work. I believe there are great possibilities for good in Parent-Teacher Associations and I believe that the time has arrived when the school system recognize the existence of these Parent-Teacher

Associations and should take steps to make them more efficient, if possible, in securing better results in our school.

ROLLINS PARENT-TEACHER ASSOCIATION

At our first meeting of the year, held on September 27, one hundred and fifty mothers and teachers were present; of this number sixty-five registered for classes for study of Child Nutrition, Millinery, Dressmaking and Parliamentary Law. The principal, Miss Sally Knox Boon, gave a very splendid talk; Mrs. J. A. Baker sang three songs, and Mrs. M. H. DeVault delivered a very interesting lecture, after which homemade cake and punch was served during an informal reception.

NEW ENGLAND COUNCIL

The New England Council of Parent-Teacher Associations held a meeting in Springfield, Mass., Thursday morning, October 13, and the delegates to this meeting, from all over New England, were the guests at the banquet and meetings of the Massachusetts Parent-Teacher Association which began its sessions immediately after and continued for three days.

Mrs. Charles H. Remington, of East Providence, is the president of the New England Council and she presided at the meeting.

The principal speakers of the council meeting were Miss Mary L. Potter, State Americanization worker in Connecticut, who emphasized the need of home teachers for foreign mothers; Mrs. A. O. Busher of Connecticut, who spoke on nutrition and appreciation parties for children; Margaret Pierson of the Florence Crittenten League of Compassion, who spoke on the delinquent girl; and Madeline H. Appel, temporary secretary of the child labor committee of Massachusetts, who spoke on the problem of the working child and what should be done for his protection.

Mrs. Elizabeth Tilton, national chairman of legislation for the National Congress of Mothers and Parent-Teacher Associations, who spends much of her time in Washington watching legislation and keeping the State organizations informed, was an important speaker.

Representatives from Massachusetts, Connecticut, New Hampshire and Rhode Island told of the work for the children of the public schools through the Parent-Teacher Associations in their localities, and a general comparing of notes, and asking of questions added to the value of the talks given.

The Legislative program of the congress was indorsed and it is summed up briefly and to the point under the attractive caption, "The Six P's," which are as follows:

Prohibition, which means no change in the Volstead act that would readmit wine and beer or otherwise weaken enforcement of the Eighteenth Amendment.

Peace, which will look to a reduction of armaments by international agreement.

Protection of women in industry, with adequate salaries for the Women's Bureau of the Department of Labor.

Physical Education, which is a demand that the plank in the National Republican platform for physical education in our schools be speedily translated into a law following the general lines of the Fess-Capper Physical Education Bill.

Public Schools, embodying the principles of the Towner-Sterling bill.

Protection of Infancy, through a proper maternity bill.

This is briefly what the National Congress of Mothers and Parent-Teacher Association all over the country are standing for as a human welfare program.

Mrs. Tilton made the issue very clear when she told the women that legislation was the high tide of all reform; that what they strive for and work for year after year comes to her as legislation at its high tide, at the moment when it may be possible to achieve success, and that at that high tide, more than at any other time, it needs support.

"The men at Washington," she told the women, "will shun the limitation of armaments just as sure as fate. They have no intention of facing that issue and if you are interested you should urge your representatives to act, by sending them telegrams or letters, that they may know how their constituencies feel on the matter of a reduction of armaments."

Miss Mary L. Potter, Connecticut's energetic Americanization worker, told the members of the Council that it was one of the great present needs that the mother in the foreign home should have an opportunity to learn English. She said that there is danger to the children when they cannot or do not talk with their mother, and the opportunity to deceive her is shown in the rising numbers of foreign children brought into the juvenile court.

"I have classes for the foreign mothers in Connecticut," said she, "and they come gladly to a neighbor's house to learn, but they will not go into evening schools."

"One of the saddest things that I have ever seen is the foreign mother sitting alone in ignorance when all the rest of her family has an opportunity to learn the language of their adopted land. The loss of parental control is great. The children tell their mother anything at all and she does not know.

"We need workers who can get acquainted with these foreign mothers and win their confidence. Their willingness to learn is child-like and we teach them first the things in their homes and about their everyday life. First always they want to learn how to buy a hat, and they are interested in the price of the hat and they will not pay too much.

"We have found many cases where girls have gone to school, learned English, and then gone back into the home to forget it again."

Miss Margaret Pierson, executive secretary of the Florence Crittenten League of Compassion of Boston, spoke of the delinquency of women, and said that of the 33,000 delinquent women in this country every year, more than half were well educated as we understand education. She attributed their fall to poor homes, and lack of adequate and right amusement and training and recreation.

"Education as we have it today," said Miss Pierson, "is no guarantee against delinquency. Of the girls who go wrong 10 per cent. are school girls. I believe that better homes and more opportunity for the right kind of recreation, are safeguards. By recreation, I do not mean amusement, but activity that recreates."

"Parent-Teacher Associations can do much for these girls, who are largely between 15 and 25 years of age. They can try to see that girls are instructed in the story of life, as a stimulation to a desire for marriage and home, and not as a stimulation to their curiosity."

"More attention should be paid to recreation programs," she continued. "Much time and thought is given to the study programs, but little to the recreation programs. We have many more leisure hours, and it is in the leisure hours that these girls are looking for amusement and it is while looking for amusement that they find the wrong kind. Let's get a better balance of these working hours and leisure hours."

"Team games are so good. They prevent the getting off of small groups to gamble or otherwise amuse themselves. The right kind of play, well supervised, is a saving grace to many young people."

"If you would use your power well, try to get the school buildings open for community centers."

Miss Appel, of the Child Labor Committee, stressed the physical examination of children before they leave school to go to work. She pointed the cases where children do work at home evenings or get up early in the morning to go on milk routes, and then come to school tired and sleepy to be chided for inattention, and asked the mothers and teachers to consider and investigate these cases.

She recommended the school visitor and the spread of the "stay in school!" propaganda, to save the job for the adult and to save his education for the child.

The enforcement of the law to prevent too long hours for the newsboys on the streets was called to the attention, and the story "The Knight of the Canvas Bag" of Milwaukee, of newsboys who are self-governing and law-enforcing, was interesting.

Mrs. James H. Haberlin, head of the department of Mothercraft of the Rhode Island Con-

gress of Mothers and Parent-Teacher Association told the New England Council much about her plans for the extension of this work during the coming winter. She stressed the point that mothercraft is mothering, by every right-minded woman, of the nation's children. She introduced also the need of better spiritual training for children.

Mrs. James J. McCabe, also of the Rhode Island Congress of Mothers, spoke of the nutrition work being done in the local public schools, and Mrs. Maude E. Rider, of the Rhode Island delegation, explained the right use of publicity, not for personal advertisement, but for the spreading abroad the cause and its need.

NEW JERSEY

In this state a "Stay in School" Campaign is being carried on and the following extract from the *Bulletin* for October shows how some communities are solving the problem:

Newark: "We have found that for us, it was better to make each case an individual one, and to do for the pupil the thing that seemed best at the time. We do have pupils who come to school part time, either morning or afternoon, and devote part time to some gainful occupation. We have been able to keep a number of boys and girls in school by helping them to get part-time jobs and arranging their studies to fill the unoccupied time.

"We are also interested in placing boys and girls in after-school positions, including Saturday work, which enables them to contribute in some small measure to the family budget."

Flemington: "As Chairman of the Back-to-School Drive, or rather continuous effort, I am asking the hearty and active coöperation of all firms that employ boys or girls.

"As you no doubt know, the aim of the effort is not to force children, who have left school for some reason, back to school; but to try to impress upon them the value, in fact the absolute necessity, of a good education.

"Many children have been leaving school between the fifth and sixth grades and from then on. A great many especially have dropped out between the eighth grade and high school or during the first year of high. The reasons have been given as need of money, failure to progress in school, dislike for school, etc.

"An effort is being made to get a list of all boys and girls under eighteen who are employed, not to remove them from their position, which we must admit is undoubtedly better for them than the school equipped as at present, for the 'book-minded' child."

NORTH DAKOTA

From the *Bulletin*:

The usefulness and happiness of our children are determined in a large measure by the training which they receive in the public schools. Every

parent and tax payer is a stockholder in this enterprise. As such, each should have a great interest in the results—dividends, to carry out the comparison. But does he or she? In these days of social coöperation, when every adult is a participant in the various activities in the community, the schools should receive much more individual attention than they do receive. We do not take as much interest in the schools as their importance warrants. To be sure, some of us vote for directors each year, most of us pay our taxes and allow our children to follow out the program of the schools, but we do not give the matter much thought. In business the reward is in proportion to the capital, time, and thought given. The school is a big business and needs your consideration. The Parent-Teacher Association is an organization which enables parents and teachers to come together for the sole purpose of discussing ways and means to support and control the business of educating the children. The average individual hesitates to manifest such an interest for fear he will intrude or his influence count for little. As a member of the Parent-Teacher Association he feels free to take part in discussions of educational matters. The superintendent and teachers want to give the community a good school, but are often at a loss to know what the people want or will accept. They need the support and approval of the patrons. The Parent-Teacher Association provides a forum for discussion of these matters, it is a court of appeal and a valuable means of civic coöperation. Every progressive community in the state should have such an organization.

OHIO

From the *Better Schools Bulletin*:

The educational program, planned and directed by the greatest minds of our country, is a varying one, broadening and deepening to fit new conditions that arise. Von Humboldt, that astute statesman, said: "When we wish to put an idea into a nation's life, we put it into the public schools." Has not our great nation put every good thing possible into our public schools? What then is the work of the Parent-Teacher Association?

To create if it be not existent, to promulgate if it be, loyalty to these plans for education. Loyalty that will coöperate, loyalty that will remember that our organization is a part of the educational forces already existing, and not a separate body; ready to render active and definite service to the body of which it is a part; to pledge our support to every effort for the betterment of the school system. Were it possible to set down in arithmetical or alphabetical order certain set tasks whereby we may benefit those we wish to serve, how earnestly we would strive to accomplish those tasks.